

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey

Teaching is

Ruby Payne

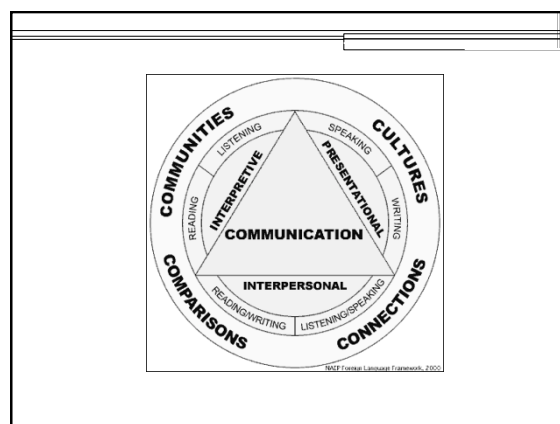
Learning is

Ruby Payne
image: artsjournal.com

Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0



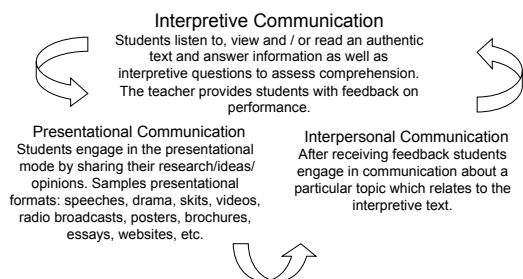
Three Modes of Communication



What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a travel video and jot down places of interest.	
3	Talk about what to do on the weekend.	
4	Send a letter to an e-pal.	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy something in the market.	

ACTFL Integrated Performance Assessment



Food and Hunger

Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

Stage 2: Assessment Evidence

Performance Task Summary (Integrated Performance Assessment)

Interpretive	Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from <i>Copain du Monde</i> . Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief youtube clip and state the main idea of the clip in English.
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.
Formative Assessments	
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	
Other Summative Assessments	

Setting Goals

- Video
- Bell ringer
- Act. 1
- Exprimons-nous
- Act. 4
- Comparisons
- Reading
- Numbers to 60
- Homework

- Ask and answer questions about hunger and thirst.
- Talk about likes and dislikes concerning common and international foods.
- Say why I like and don't like certain dishes.

Student Can-do's

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

Teacher Observation Check List

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

Your "apple save" moment....



Interpretive



Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%


Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

Applying Strategies to the Interpretive Task

Before Reading




- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose



During Reading

- Guided
- Active
- Silent
- Individual

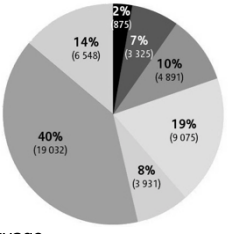


After Reading

- clarify
- reinforce
- extend knowledge

Interpretive with strong visual support

- ☐ Données insuffisantes
- ☐ Préoccupation mineure
- ☐ Quasi menacée
- ☐ Vulnérable
- ☐ En danger
- ☐ En danger critique d'extinction
- ☐ Eteinte ou éteinte à l'état sauvage



Pair students - give them a time limit and tell them to make statements or ask each other questions about the document.

<http://www.actu-environnement.com/ae/dossiers/biodiversite-convention-conference-nagoya/biodiversite-graphique.php4>


Lutter contre la faim dans le monde



La faim dans le monde 2011

WFP Programme Alimentaire Mondial

Catégorie	1	2	3	4	5
Population	100%	100%	100%	100%	100%
Malnutrition	100%	100%	100%	100%	100%

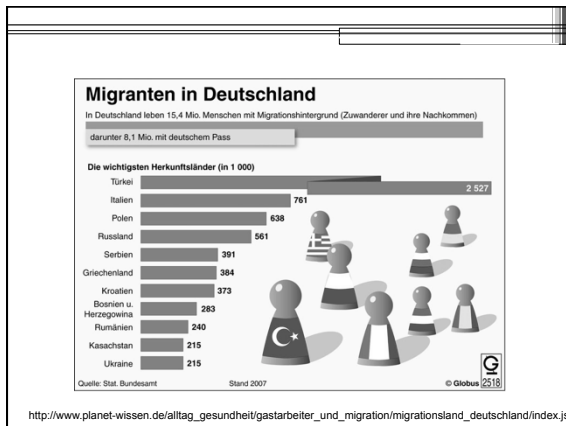



« L'Enfant a le droit à l'éducation qui favorise l'épanouissement de sa personnalité et le prépare à sa vie d'adulte »

L'État doit rendre obligatoire et gratuit l'enseignement primaire, faciliter l'accès à l'enseignement secondaire et supérieur, en fonction des capacités de chacun »

UNISSONS-NOUS ! Pour assurer l'éducation primaire pour tous, dans le respect des valeurs de chacun et sur la base de l'égalité des chances et des sexes.

Source - UNICEF



Brainstorming - words related to activities/making plans

LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

Savez-vous vraiment comment sont faits vos souliers de marque Nike?

Des milliers d'enfants travaillent en moyenne 12 heures par jour, jusqu'à sept heures par semaine pour fabriquer les souliers que vous portez. L'entreprise Nike promet que ses produits ne sont plus fabriqués par des enfants. Toutefois, le géant a déjà dû payer 1.5 million \$ pour régler des poursuites pour des publicités mensongères... L'entreprise est critiquée pour les conditions de travail de ses ouvriers dans des usines sous-traitantes d'un peu partout dans le monde, entre autres le Vietnam.....

Mettez-vous à la place de ces enfants : comment vous sentiriez-vous de savoir que tous les efforts que vous faites ne sont pas récompensés? Travailler en moyenne 12 heures par jour, tous les jours de la semaine... Ne pas pouvoir aller à l'école, jouer avec ses amis, se reposer, etc. Mettez-vous à la place de ces enfants qui travaillent sans cesse pour faire ce que vous désirez.

image: cgsib.be

Interpretive Mode

EOI ARUCAS
DEPARTAMENTO DE FRANCÉS

COMPRÉHENSION ÉCRITE :

Santé : Bien manger est un luxe

Une étude récente (*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.

Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1,164 habitants de Paris, Marseille, Dijon et Seine-Saint-Denis. Toutes bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait aussi être fournie plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'achètent pas elles-mêmes de produits frais. Comment le pourraient-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(*) Étude Abena, 2004/2005

Interpretive Mode

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (*) Study Abena, 2004/2005

Translated using google translate

Interpretive Mode

Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Rich people do not eat as well as poor people.
2. 10% of the population of France is considered to be poor.
3. Poor people eat too many French fries.
4. Healthy foods are more expensive than unhealthy foods.
5. Only those who lived in Paris were interviewed.
6. Poor people do not eat enough fruit.
7. If you eat poorly, you risk being overweight.
8. A lot of poor people do not spend enough on food.
9. Rich people always buy fresh products.
10. Poor eating habits can cause behavior problems.

Un regalo para Abuelita

En celebración del Día de los Muertos
ISBN 0-87358-688-1



A
C
T
I
V
E

A.C.T.I.V.E.

Ask Questions



Who?
Where?
If....then?

What?
Why?
Who can?

When?
Which would?
How did?

Thick questions vs. thin questions

A.C.T.I.V.E.

Ask Questions

Abuelita scolded the day she discovered Rosita pulling up plants in the garden.

"I'm weeding!" protested Rosita.

"Those are not weeds!" replied Abuelita. She showed Rosita what to pull and what to save. "These plants are chiles. We will harvest them together. This year you can help me make salsa."

Rosita was pleased. She liked helping her grandmother cook.

A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea
I disagree
I remember
I wonder

I'm confused
Important idea
I'm surprised

A.C.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Then Abuelita got sick. Soon she was too weak to work in the garden. Rosita sat by her grandmother's bed, braiding and telling her stories. "The chiles are fat now," she told Abuelita. "When you are well, we will pick them together."

But before the chiles could ripen, Abuelita died.

Rosita missed her very much. She missed the soap scent of Abuelita's everyday dress and the pla-pla-pla of her hands shaping dough for tortillas. She missed the strong warmth of her grandmother's arms. She wanted to hear Abuelita's voice whisper "good night."

A.C.T.I.V.E

Track Down



Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

A.C.T.I.V.E

Track Down

"We need Abuelita here," Rosita told Abuelo in October. Her grandfather nodded. His brown eyes glistened.

"Yes," he said. "I miss her too. You can show Abuelita how much you miss her, *mija*. Make her a gift for when she visits us on the Day of the Dead."

On the Day of the Dead, families remember the people they love who have died. Each family makes an *ofrenda* at an altar to welcome the dead. Everybody make gifts for the altar.

A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.



A.C.T.I.V.E

Making Inferences

Rosita remembered something she knew how to do. She asked Abuelo for three long strands of yarn. Then she sat near his loom in the courtyard and started to braid.

She braided the following morning as well, when her family went to the market. They sold some flowers and bought candles and incense, apples and bread of the dead.

"What a beautiful braid!" said the woman who sold them the bread.

"*Gracias*, but it isn't finished yet," said Rosita.

All the way home on the bus, Rosita worked on her braid. The cord reached from the tips of her fingers past her elbows.

A.C.T.I.V.E

Visualizing

Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.



A.C.T.I.V.E

Visualizing

As twilight deepened, she finished her braid. It was as tall as she was. Rosita sat by her grandmother's grave, stroking the cord with her fingers. In it, she had braided the things she remembered: the scent of her grandmother's dress, the pla-pla-pla of her hands on the tortillas, her songs and her scolding, her tales and the taste of her salsa.

Closing her eyes, Rosita began to feel warm, as if she were safe in her grandmother's arms. Soft wings brushed her face like a kiss. Then in her heart, a husky voice whispered, *Buenas noches, Rosita*.

A.C.T.I.V.E

Eureka!

Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.




R.A.F.T.			
Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

Teaching Nonfiction Reading

We need to teach students:


- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.


Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies





Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

<http://www.elboricua.com/BoricuaKids.html>

1  Read

2  Cover

3  Remember

4  Retell

Proof for / Proof against		
Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

Bloom's Choice Board		
remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Literacy Tic-Tac-Toe		
Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. or Develop a biopoeem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. or Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/ promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose much connect to the text.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding. or Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.

**INTERPRETIVE TASK COMPREHENSION TEMPLATE
NOVICE LEVEL**

1. Key word recognition *Note to teacher: List 8 to 10 words.*
Find in the article the word that best expresses the meaning of each of the following English words:

1.	5.
2.	6.
3.	7.
4.	8.



2. Important words and phrases *Note to teacher: Provide 5 correct ideas and 3 distractors.*
First, circle the letter of the ideas mentioned in the article. Then, write the letter of that idea next to where it appears in the text.

A.	E.
B.	F.
C.	G.
D.	H.

3. Main Idea(s):
Using information from the article, provide the main idea of the article in English.

Adapted from ©2003 ACTFL Integrated Performance Assessment Comprehension Guide Template

Presentational

Everyone has the capacity
to write,
writing can be taught,
and teachers can help students
become better writers.


People learn to write
by writing.

- NCTE Beliefs about the teaching of writing
November, 2004

Percentage of 8th and 12th graders performing at or above a proficient level of writing achievement
2007 National Assessment of Educational Progress (NAEP)

	1998	2002	2007
8th grade	28%	33%	35%
12th grade	23%	26%	25%

Students write informative, persuasive and narrative texts for the writing assessment.



Dear neighbors,

We are your new neighbors. Me. Haibo and my wife Donghua. We are from China, and have been in America for 2 years but in St. Louis, just 2 months. Before moved to St. Louis, we lived on University of Missouri – Columbia campus. My wife graduated and found a job here, so we moved here at the end of last year. As Chinese, we like Chinese food very much, but not America football and we do not have kids, so we should be quite. Because of the methods of Chinese cooking, there may be some smoke and smell in and around our apartment, if you feel uncomfortable, just let us know, we will maintain it as little as we can.

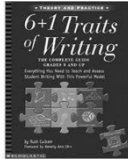
Let me tell you about moving. When we prepared the luggage to America we found that it is very hard to put everything we need into two 32 lb boxes which are maximum luggage each passenger can carry. But at the time to move to St. Louis we are surprised how we could get so many stuffs in two years. Fortunately, my wife got more benefit from the new job, so we hired a moving company to help us, which made work easier.

In the future years, my wife hopes she can get good performance in her job, and can attain her PhD. Degree. I will be a graduate student in UM-SL, and we hope we can have a baby next year.

Best regards,

6 + 1 Traits of Writing

Ruth Culham



ISBN-13: 978-0439280389

- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation



Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham

Ask the Questions Write the Story



Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



Expand an Outline

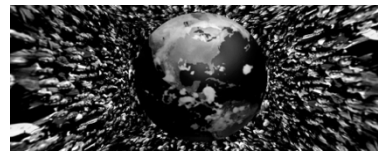


Ask 3 to 5 questions to get more information about the following outline.

24 Heures à Paris


- got up, got dressed, breakfast at 8:00,
- museum at 10:00,
- lunch at noon,
- Eiffel Tower at 2:50,
- shopping at 4:00,
- portrait at 7:00,
- met someone special, dancing at 10:00,
- champagne at midnight,
- went home, fell asleep

Teammates Consult



What are the implications of reaching 7 billion for the Earth's population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.




Sentence Fluency

"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

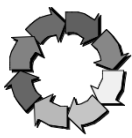
Ruth Culham

Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Teach transitions




but	also
and then	still, always
at first	as, like
however	for example
often	in this way
later	suddenly
perhaps	because
by the way	especially
on the contrary	in any case
and	finally
briefly	now

Building Blocks

Rosita made tortillas _____

_____ where ? _____ with whom?

_____ when ? _____ at what time? _____ why?




Organization

"Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."

Ruth Culham

An unusual meal.....

Write a topic sentence with at least (10) words.



Sentence 2

Sentence 3

Sentence 4

Write a closing sentence with at least (10) words.

A cartoon illustration of a man sitting at a desk labeled 'CCTC'. He is looking thoughtful, with a hand on his chin. Above him is a large thought bubble containing the following words: 'an established member of an', 'reduces or', 'superfluous', 'egregious', 'biases', 'selectious or', 'statutory', 'TUCK', 'OFFAL', and 'excessuous'.

Ruth Culham

<http://www.shadowpoetry.com/resources/wip/types.html>

Expand a Headline



Miko facebook



Maillots et pectoraux étaient de sortie ce matin en bords de Seine. © Radio France Charlotte Gauthier

Cent baigneurs en Seine pour un bain glacé
LE DIMANCHE 25 MARS 2012 À 11:50

Expand a Headline

Cómo orientar a los niños ante el paso de un huracán



<http://www.elnuevodia.com/comoorientaralosninosanteelpasodeunhuracan-1288920.html>



Voice

"Voice.....the sense that a real person is speaking to you and cares about the message. It is the heart and soul of the writing the magic, the wit, the feeling....."

Ruth Culham

Two Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

Ice caps.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

Dialogue Journal Prompts

Lead ins....

- It's awful when I can't...
- When I'm bored...
- What I like most about myself...
- Something strange I saw....
- I couldn't sleep...
- What does it mean to be (lazy)?
- I went to the end of the rainbow and found...
- I have a dream...
- When I see (red), I think...
- I am happy when...
- Next year I want to...

Topic words.....

- Homework
- A fast food restaurant
- Snow
- Hero
- Zoo
- Money
- Vacation
- Car
- Friend
- Animal
- Jewelry

<http://www.cal.org/resources/Digest/peyton01.html>

Daily Writing Prompts

- **March 30**
On this day in 1858, the patent for a pencil with an attached eraser was issued. Taking your pencil's point of view, what do you think a typical day in your classroom would be like?
- **March 21**
Today is "Children's Poetry Day." Using your favorite form of poetry, write a poem about what it means to be a kid. Think about the advantages and disadvantages.
- **March 16**
On this day in 1751, our 4th President, James Madison was born. Madison was the oldest of twelve (12) children. What do you think would be the advantages and/or disadvantages of having eleven (11) siblings? Would you like to have eleven younger brothers and sisters?
- **March 8**
March 8th is "Working Women's Day." Many people feel that being a stay-at-home-mom is full-time job. Do you agree or disagree and why?
- **March 6**
On this day in 1912, Oreo Cookies were sold for the first time. Describe to someone how you like to eat your Oreo.

<http://www.theteacherscorner.net/daily-writing-prompts/index.htm>



Conventions

"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Yesterday - Today - Tomorrow

What did you do?



What are you going to do?

What are you doing?

Déçu à Paris

J'ai voyagé à Paris.

Tu m'as écrit une lettre avant ton arrivée.

Mon amie est venue à Paris aussi.

Nous avons visité la ville.

Vous avez bien dîné le soir, pas moi, j'étais malade.

Mes amis se sont amusés, pas moi, j'ai dormi à l'hôtel.

Déçu à Paris

I traveled to Paris.

You wrote me a letter before you arrived.

My friend also came to Paris.

We visited the city.

You ate well that evening, but not me, I was sick.


My friends had a good time, but I slept in the hotel.

Structured Writings Consider the difference.....

Comment on a current event:

Include:	Include:
<ul style="list-style-type: none"> • a verb that uses "avoir" • a verb that uses "être" • a reflexive verb • two adjectives • two connectors 	<ul style="list-style-type: none"> • explain what has happened • comment on what is happening • predict what will happen under different circumstances • end by giving your thoughts on what should happen

Ruth Culham



UNIT 1: PRESENTATION TOOLS

Overview

Unit 1: Presentation Tools


Unit 2: Audio Tools

Unit 3: Video Tools

Unit 4: Collaborative Tools

Unit 5: Online Resources and Social Media

Recommendations for Faculty Developers



ACTIVITIES


Overview

Recently Added

Reviews by Skill Level

Standards Addressed

See All (page 2)



NOVOSTART 2010

First-Competition Learning (Workforce Resources)

Competition Preparations

Roundtable Q&A for Use in Multimedia Projects

Downloadable and Printable Resources

Register for 2010 NOVOSTART

Unit 1: Presentation Tools

When we think of presentation tools, digital slides with text and graphics immediately come to mind. These ubiquitous presentation tools fit the bill and have been in our kits for a long time, but also want to include the new and easy to use applications that allow users to create audio and video, text and graphics and in real and exciting ways. Most of all, we want to put these tools into the hands of our students. We want them to use the presentation tools as support while telling stories in the largest language, in built texts and quizzes for assessment and online and to make original "living stories" with a distinct look for the target culture.

Using Voices to Create Custom Audio Tours

Voices is a free program that allows you to combine photographs, custom maps and voice recordings to create beautiful, interactive virtual tours.

Skill Level: Beginner, Intermediate

Standards: Communication, Culture

Using Windows Movie Maker to Share and Showcase Videos in the World Language Classroom

Windows Movie Maker comes with Microsoft Windows and is software to add video files, it makes transitions, the, and great animations, which helps movies to look professionally done.

Skill Level: Beginner, Intermediate, Advanced

Standards: Communication, Culture, Communities

Free! Using Presentation Tools in the World Language Classroom

Free is an online presentation builder which can be used to introduce, elaborate, and practice new content and dynamics way that PowerPoint builds.

El rayo es fuerte
Rayo de luz hace mucho ruido
El ruido que hace el rayo es buen fuerte
El rayo es un increíble imagen de luz
El rayo me enseña la belleza de el mundo
Anthony Recinos

solo sin casa
perdido en la calle
nadien para dar me la mano
triste y frio
imagenando los momentos maravosos
ahora perdido y confundido
Christina Bucano

El Yunque

El Yunque
Puerto Rico

La gente Taino habran hecho muchas caminatas espiritual, a la parte superior de Yuquiyu. Todavia se siente muy especial en El Yunque, La Roca, Mt. Britton y Los Picachos picos y un aura de misterio que rodea al bosque enano!

<http://www.glogster.com/terrillindy/el-yunque/g-6lejmi2gvpsr5pn4bbva0>

tikatok.com

wallwisher.com
example provided by Julie Hoyt

Closure

- ABC....Summarize
- Brainstorm round a word
- Apple Save



Interpersonal



Individual Seating Chart

These points are recorded into the grade book as an individual score usually as participation points. You will want to weight the grade so that it counts appropriately in the total grade. Individual students who worry about missing points can come in before or after school spending 5 minutes in the target language for 1 point. Points are only given for sentence level responses and only for responses in the target language.

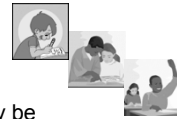
222 pts / 30 students *Class Average = 7.4*
7 = A
7 pts possible

7	8*	7	5	3	8
794.11	794.104	794.101	794	11	794.109
5	7	8	7	7	7
794	794.103	794.104.1	794.111	794.112	794.112
7	3	7	7	8	5
794.11	11	794.11	794.111	794.104	794
7	5	8	7	7	5
794.111	794	794.104	794.11	794.102	794
7	2	7	7	5	7
794.111	11	794.111	794.11	794	794.111

*Those with more than 10 points earned a bonus point.

Strategies for Cooperative Work

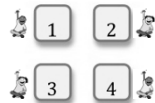
Think - Pair - Share



The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

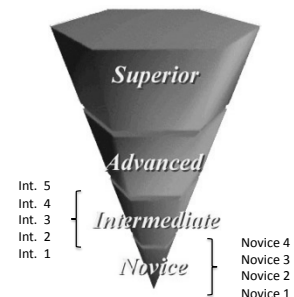
Strategies for Cooperative Work

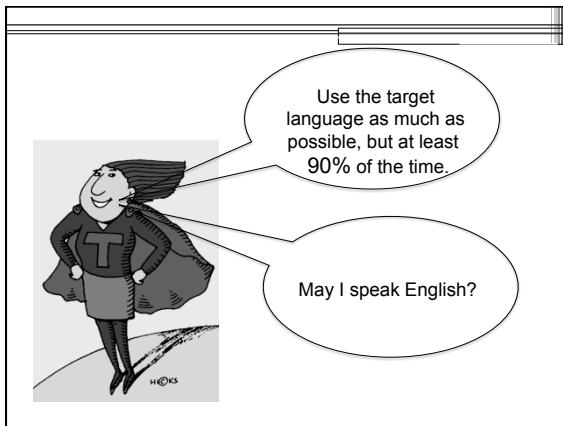
Numbered Heads Together



Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

Vertical Articulation





head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair

Proficiency?

- List 10 parts of the body.
- Conjugate the verb "to be".
- Use the future tense to say what you are going to do.
- Replace the object with a direct object pronoun.

Communication


What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or


Will they really say it on the streets of (Paris)?




Do you want to?

Yes, I want to explore the cave.


No, It's too hot. I want to go to the beach.




explore a cave




zipline




play in the waterfall



swim at the beach



snorkel

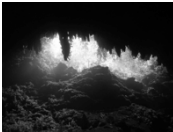



Hike in the rainforest


Do you want to?


Yes, I want to explore the cave.


No, It's too hot. I want to go to the beach.








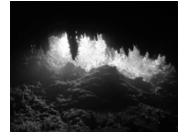
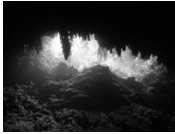






swim at the beach snorkel Hike in the rainforest

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



? Do you want to.....? I want/don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Tu aimes la ratatouille?

Oui, j'aime la ratatouille parce que j'aime beaucoup les poivrons
Non, je n'aime pas la ratatouille parce que je déteste l'ail.



un repas français

- l'aubergine
- la courgette
- le poivron rouge, vert, jaune
- la tomate
- l'oignon
- l'ail

Tu aimes la ratatouille?



un repas français

- l'aubergine
- la courgette
- le poivron rouge, vert, jaune
- la tomate
- l'oignon
- l'ail

Tu aimes ?



Tu aimes le plumpynut?



un repas multi-micronutrient

- L'avoine
- Les graines de tournesol
- Les amandes
- Le germe de blé
- Le miel
- Les fruits secs

Qu'est-ce que tu préfères? Pourquoi?



Ask Questions



Laura Terrell

Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Raise the proficiency level

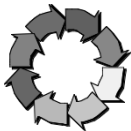
Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Raise the proficiency level.....



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

Find out what your partner did last night.
Ask a follow-up question to get more details.



What movie and why?



HAPPY FEET 2 - 3D
Réalisé par George Miller
Avec Elijah Wood, Robin Williams, Hank Azaria, Pink, Brad Pitt
Genre : Animation | Durée : 10145min
Film : Américain | Sortie le : 07/12/2011
Humble et Gloria ont désormais un fils, Erik, qui se bat pour découvrir les propres talents dans le monde des manchots. Mais de nouveaux dangers menacent la nation des manchots, et tous vont se rassembler - et danser - pour les sauver.



LE CHAT POTÉ-3D
Réalisé par Chris Miller (2011)
Avec Antonio Banderas, Salma Hayek, Zach Galifianakis, Billy Bob Thornton, Amy Sedaris
Genre : Animation | Durée : 10100min
Film : Américain | Sortie le : 10/11/2011
Sortie en exclusivité au Grand Rex à Paris le 10/11/2011
Sortie nationale le 10/11/2011
Avant de rencontrer Shrek, le légendaire Chat Poté était déjà au cœur d'une légende. Revenez à la source de la légende du Chat Poté et à la plus amusante et inquiétante des créatures de la nature, le Chat Poté. Le Chat Poté a traversé les siècles pour devenir le héros de nos rêves.



THE LADY
Réalisé par Luc Besson
Avec Michelle Yoon, David Thewlis, Jonathan Raggatt, Jonathan Woodhouse, Susan Wodrig
Genre : Drame | Durée : 12047min
Film : Français, britannique | Sortie le : 10/11/2011
Une histoire d'amour hors du commun, celle d'un homme, Michael Ayle, et surtout d'une femme d'exception, Jung So-yeon. Elle, qui sacrifiera son bonheur personnel pour celui de son peuple. Rien pourrait ne faire échouer l'amour entre eux que les deux êtres, pas même la séparation, l'absence, l'oubli et l'oubli d'une seule personne toujours en place en Corée. The Lady est aussi l'histoire d'une femme devenue l'un des symboles contemporains de la lutte pour la démocratie.



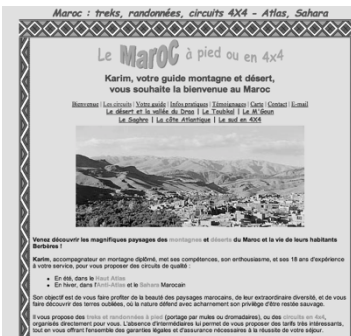
AMERICANO
Réalisé par Mathieu Demy
Avec Mathieu Demy, Salma Hayek, Géraldine Chaplin, Chiara Mastroianni, Carlos Berde
Genre : Drame | Durée : 10145min
Film : Français | Sortie le : 10/11/2011
Quand Mathieu était enfant, il s'appelait Martin et vivait à Los Angeles. Martin a grandi et c'est à Paris, à l'âge de 18 ans, qu'il a rencontré sa mère, venue en Calédonie. Il est retourné dans la ville de son enfance pour découvrir son véritable père. Mais quand il a découvert que son père n'était pas son père, il a décidé de partir. Il a décidé de partir pour retrouver son père, pour retrouver son père, pour retrouver son père. Il a décidé de partir pour retrouver son père, pour retrouver son père, pour retrouver son père.

What's for dinner?

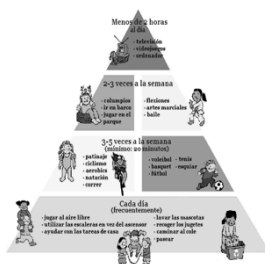


Talking about Realia....

Pair students.
Give them a time limit and tell them to create a conversation that incorporates the information found in the document.



<http://www.trekmaroc.com/>



Interview your partner to find out what he/she does weekly and how often. Based on what you learn, make suggestions about changes that your partner might make to improve their level of activity.

Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- What do you like to do?
- What do you usually do in summer, winter, etc?
- What do you do when you have a free evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?

Maintain the Conversation

No time to write the questions, use images.



Teach Circumlocation

What's different?



Teach Circumlocation



<http://www.epa.gov/nps/kids/whatwrng.html>

Structured Debate

Where would you rather live and why?
What might cause you to change your mind and why?



Humacao

Structured Debate

What should be done to protect the environment?

In your group discuss the following ideas. Add one or two additional ideas to the list. Select your top 2 ideas. Be certain that everyone in your group can defend the choices you made.

- Increase the cost of gasoline by 50% to decrease consumption and to promote public transportation.
- Limit all households to 2 cars.
- Require all schools to reduce energy consumption by 10%.
- Charge more for foods that must be flown in from other region/countries.
- Require that all homes have solar panels.
- Restrict the development of yards that must be watered and fertilized.
- ?????

Structured Debate

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty



<http://1jour1actu.com/debat/>

Teach the Language of Discussion / Debate

- I think the author wrote it to teach us about...
- One theme might be.....
- I think it means that....
- In other words.....
- For example....
- In the text, it said that....
- One case showed that.....
- I would add that.....
- Then again, I think that....
- I want to expand on your point about....
- In my life....
- I think it can teach us....
- If I were...., I would have....
- We can say that.....
- The main theme/point of the text seems to be....

How to Start Academic Conversations
Jeff Zwiers and Marie Crawford
Educational Leadership/April 2009

Scored Discussion

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Gretta Murray, French Teacher, Medford, WI

Conversational Grammar

Travel memories

Two students are reminiscing about what they did when traveling on the student trip last year. Ask and answer questions as you revisit specific details. You know that your teacher is eavesdropping. Add in a few details for her benefit.

Packing for a trip

You are packing for a trip. Your mom wants to make sure you've remembered everything. You know exactly how the conversation will go. It always happens. "Do you have your phone charger?" Yes, I have it, etc.

Worry Warts

You are getting ready to travel overseas for the first time. Your friend has traveled abroad before. You are the worry wart. Your friend tries to reassure you, but occasionally takes delight in adding to your worries.

Travel Gurus

You are an experienced international traveler and have volunteered to answer questions at a group meeting of adults who will travel abroad for the first time. Respond to their questions as you focus on what they will need to do to get ready for the trip.

Develop the Role Play



You are being interviewed for a position as a camp counselor in Puerto Rico.

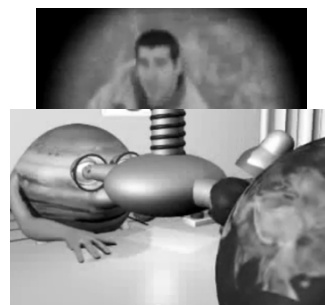
Have a conversation in which you ask and answer questions to:

- find out what you would do each day especially in bad weather
- explain what you really like to do
- justify why you don't like to do something

La Tierra está enferma

<http://www.youtube.com/watch?v=zlugpczjhQ>

The Earth is Sick – La tierra está enferma



<http://www.youtube.com/watch?v=zlugpczjhQ>

Summative Assessment - Interpersonal

You have a chance to call or Skype your friend while both of you are on vacation. Based on the image you selected, have a conversation where you ask and answer questions as you:

- discuss where you are and with whom
- comment on the weather
- discuss activities you like and don't like while on this vacation
- comment on why you like/don't like to travel
- make plans to get together after vacation



Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Images: Healthy Planet

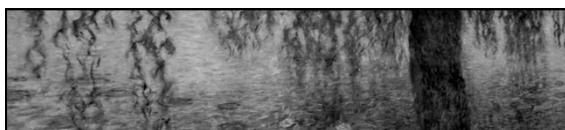


"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to grow...
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987



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